

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>Grade 11  High School Benchmark</b>	<b>Grade 11  Extended High School Benchmark</b>	<b>Level Assessed  Classroom/LEA/ISD and/or</b>
<b>WORD STUDY</b>		
<b>CS.01.HS.04</b> Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	<b>R.WS.11.EB01</b> Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text.	Classroom/LEA/ISD
<b>CS.01.HS.04</b> Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	<b>R.WS.11.EB02</b> Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication).	Classroom/LEA/ISD and State
<b>CS.01.HS.02</b> Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.	<b>R.WS.11.EB03</b> Recognize automatically frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	Classroom/LEA/ISD and State
<b>CS.01.HS.04</b> Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.	<b>R.WS.11.EB04</b> Know the meanings of words encountered frequently in grade level appropriate reading and oral language contexts.	Classroom/LEA/ISD and State
<b>CS.01.HS.03</b> Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.	<b>R.WS.11.EB05</b> Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts, such as —engage actively in reading a variety of genre —self-monitor and correct in narrative, informational, and functional text —use a thesaurus.	Classroom/LEA/ISD and State
<b>CS.01.HS.02</b> Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.	<b>R.WS.11.EB06</b> Read with developing fluency a variety of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD
<b>CS.03.HS.06</b> Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic resources.	<b>R.WS.11.EB07</b> Determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus).	Classroom/LEA/ISD and State
<b>NARRATIVE TEXT</b>		
<b>CS.05.HS.02</b> Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.	<b>R.NT.11.EB01</b> Describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit.	Classroom/LEA/ISD and State

**September 28, 2005**

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS**  
**EXTENDED BENCHMARKS**  
**GRADE 11**

<b>CS.08.HS.02</b> Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.	<b>R.NT.11.EB02</b> Identify and describe a variety of narrative genre, such as —poetry —myths/ legends —fantasy —adventure.	Classroom/LEA/ISD and State
<b>CS.08.HS.02</b> Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives. Examples include use of symbol, motifs, and function of minor characters in epics, satire, and drama.	<b>R.NT.11.EB03</b> Analyze characters' thoughts and motivation through dialogue, various character roles and functions (e.g., hero, villain, narrator), point of view, and conflict/resolution.	Classroom/LEA/ISD and State
<b>CS.08.HS.04</b> Identify and use aspects of the craft of the speakers, writer, and illustrator to formulate and express their ideas artistically. Examples include imagery, irony, multiple points of view, complex dialogue, aesthetic, and persuasive techniques.	<b>R.NT.11.EB04</b> Identify authors' purposes, and begin to explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts.	Classroom/LEA/ISD and State
<b>INFORMATIONAL TEXT</b>		
<b>CS.08.HS.03</b> Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.	<b>R.IT.11.EB01</b> Identify and explain the defining characteristics of informational genre, such as —autobiography/biography —personal essay —almanac —newspaper.	Classroom/LEA/ISD and State
<b>CS.08.HS.03</b> Describe and use characteristics of informational genre (e.g., manuals, briefings, documentaries, and research presentations) and complex elements of expository texts (e.g., thesis statement, supporting ideas, and authoritative and/or statistical evidence) to convey ideas.	<b>R.IT.11.EB02</b> Identify and describe informational text patterns, such as —compare/contrast —position/support —problem/solution.	Classroom/LEA/ISD and State
<b>CS.08.HS.05</b> Describe and use the characteristics of various oral, visual, and written texts (e.g., debate, drama, primary documents, and documentaries) and the textual aids they employ (e.g., prefaces, appendices, lighting effects, and microfiche headings) to convey meaning and inspire audiences.	<b>R.IT.11.EB03</b> Identify authors' purposes, and begin to explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas.	Classroom/LEA/ISD and State
<b>COMPREHENSION</b>		
<b>CS.10.HS.01</b> Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.	<b>R.CM.11.EB01</b> Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	Classroom/LEA/ISD and State

September 28, 2005

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>CS.07.HS.01</b> Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.	<b>R.CM.11.EB02</b> Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD and State
<b>CS.09.HS.02</b> Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.	<b>R.CM.11.EB03</b> Explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding, such as —categorize and classify —compare and contrast —draw parallels across time and culture.	Classroom/LEA/ISD and State
<b>CS.09.HS.02</b> Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.	<b>R.CM.11.EB04</b> Apply significant knowledge from what is read in grade level science, social studies, and mathematics texts.	Classroom/LEA/ISD and State
<b>METACOGNITION</b>		
<b>CS.07.HS.02</b> Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and demonstrate flexible use of strategies across a wide range of situations.	<b>R.MT.11.EB01</b> Independently self-monitor comprehension when reading or listening to text, and with assistance as needed, use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussions, such as —predicting —constructing mental images —representing ideas in text —questioning, rereading, or listening again —inferring —summarizing.	Classroom/LEA/ISD
<b>CS.03.HS.05</b> Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.	<b>R.MT.11.EB02</b> Plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns).	Classroom/LEA/ISD
<b>CRITICAL STANDARDS</b>		
<b>CS.12.HS.02</b> Analyze and apply individual, shared, and academic standards in various contexts.	<b>R.CS.11.EB01</b> With assistance as needed, develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text.	Classroom/LEA/ISD
<b>READING ATTITUDE</b>		

September 28, 2005

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>CS.01.HS.01</b> Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.	<b>R.AT.04.01</b> Be enthusiastic about reading for leisure, to gain information, and to help with decisions.	Classroom/LEA/ISD
<b>CS.01.HS.02</b> Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.	<b>R.AT.04.02</b> Do substantial reading and writing on their own.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>Grade 11  High School Benchmark</b>	<b>Grade 11  Extended High School Benchmark</b>	<b>Level Assessed  Classroom/LEA/ISD and/or</b>
<b>WRITING GENRES</b>		
<b>CS.02.HS.01</b> Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.	<b>W.GN.11.EB01</b> Write a narrative piece (e.g., personal, realistic, or adventure story) creating relationships among setting, characters, theme, and plot.	<b>Classroom/LEA/ISD and State</b>
<b>CS.02.HS.01</b> Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.	<b>W.GN.11.EB02</b> Write an informational piece that focuses on a functional activity (e.g., a report, letter, opinion/reason) using —descriptive —compare/contrast —cause/effect —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	<b>Classroom/LEA/ISD and State</b>
<b>CS.02.HS.01</b> Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.	<b>W.GN.11.EB03</b> Write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print.	<b>Classroom/LEA/ISD</b>
<b>CS.11.HS.01</b> Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis. <b>CS.11.HS.02</b> Determine, evaluate, and use resources that are most appropriate and readily available for investigating a particular question or topic. <b>CS.11.HS.03</b> Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem. <b>CS.11.HS.04</b> Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.	<b>W.GN.11.EB04</b> Use the writing process to produce and present a research project using a teacher-approved topic —finding and narrowing research questions —using a variety of electronic and print resources —taking notes —organizing relevant information to draw conclusions	<b>Classroom/LEA/ISD</b>
<b>WRITING PROCESS</b>		
<b>CS.02.HS.02</b> Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own	<b>W.PR.11.EB01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	<b>Classroom/LEA/ISD and</b>

**September 28, 2005**

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

texts. Examples include experimentation with time, stream of consciousness, multiple perspectives, and use of complex grammatical conventions.		State
<b>CS.07.HS.04</b> Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre, and describe the relationship between form and meaning.	<b>W.PR.11.EB02</b> Apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence).	Classroom/LEA/ISD
<b>CS.08.HS.01</b> Identify and use selectively mechanics that facilitate understanding.	<b>W.PR.11.EB03</b> Use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs.	Classroom/LEA/ISD
<b>CS.02.HS.03</b> Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.	<b>W.PR.11.EB04</b> Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, such as —rearranging paragraphs and/or sequence —relating main and supporting ideas —using comparative transitions.	Classroom/LEA/ISD
<b>CS.02.HS.03</b> Plan, draft, revise, and edit their texts, and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion, and creativity.	<b>W.PR.11.EB05</b> Edit and proofread their writing using appropriate resources, such as —dictionary —spell check —grammar check —grammar references, writing references and —grade level appropriate checklists both individually and in groups.	Classroom/LEA/ISD
<b>PERSONAL STYLE</b>		
<b>CS.06.HS.02</b> Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.	<b>W.PS.11.EB01</b> Exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).	Classroom/LEA/ISD and State
<b>GRAMMAR AND USAGE</b>		
<b>CS.02.HS.04</b> Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.	<b>W.GR.11.EB01</b> With assistance as needed, use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names.	Classroom/LEA/ISD and State

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>SPELLING</b>		
<b>CS.02.HS.04</b> Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.	<b>W.SP.11.EB01</b> Spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Classroom/LEA/ISD
<b>HANDWRITING</b>		
<b>N/A</b>	<b>W.HW.11.EB01</b> Write neatly and legibly	Classroom/LEA/ISD
<b>WRITING ATTITUDE</b>		
<b>CS.06.HS.04</b> Document and enhance a developing voice with authentic writings for different audiences and purposes. <b>CS.12.HS.04</b> Create a collection of personal work based on individual, shared and academic standards, justifying judgments about the craft and significance of each selection.	<b>W.AT.11.EB01</b> Be enthusiastic about writing.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>Grade 11  High School Benchmark</b>	<b>Grade 11  Extended High School Benchmark</b>	<b>Level Assessed  Classroom/LEA/ISD and/or</b>
<b>SPEAKING CONVENTIONS</b>		
<b>CS.03.HS.07</b> Recognize and use varied innovative techniques to construct text, convey meaning, and express feelings to influence audiences. Examples include experimentation with time, order, stream of consciousness, and multiple points of view.	<b>S.CN.11.EB01</b> Express ideas using more complex ideas.	Classroom/LEA/ISD
<b>CS.04.HS.05</b> Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.	<b>S.CN.11.EB02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —community-building —appreciation/ invitations —cross-curricular discussions.	Classroom/LEA/ISD
<b>CS.04.HS.05</b> Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to particular fields. Examples include community building, presentations integrating different disciplines, lessons comparing fields of study, promotional material created for interdisciplinary project, and videos designed to inform or entertain diverse audiences.	<b>S.CN.11.EB03</b> Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English.)	Classroom/LEA/ISD
<b>CS.04.HS.03</b> Explore and explain how the same words can have different usages and meanings in different contexts, cultures and communities.	<b>S.CN.11.EB04</b> Be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (they can provide examples of language differences in the United States).	Classroom/LEA/ISD
<b>SPOKEN DISCOURSE</b>		
<b>CS.10.HS.02</b> Function as literate individuals in varied contexts within their lives in and beyond the classroom.	<b>S.DS.11.EB01</b> Engage in interactive, extended discourse to socially construct meaning, such as —book clubs —literature circles —partnerships or other conversation protocols).	Classroom/LEA/ISD
<b>CS.08.HS.02</b> Describe and use characteristics of various narrative genre and complex elements of narrative technique to convey ideas and perspectives.	<b>S.DS.11.EB02</b> Discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.	Classroom/LEA/ISD
<b>CS.03.HS.08</b> Analyze their responses to oral, visual, written, and	<b>S.DS.11.EB03</b> Respond to multiple text types by reflecting, making	Classroom/LEA/ISD

**September 28, 2005**



**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	connections, taking a position and sharing understandings.	and State
<b>CS.11.HS.04</b> Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.	<b>S.DS.11.EB04</b> Plan and deliver presentations or reports focusing on a key question using an informational organizational pattern, such as —descriptive —problem/solution —cause/effect —supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.	Classroom/LEA/ISD

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

<b>Grade 11  High School Benchmark</b>	<b>Grade 11  Extended High School Benchmark</b>	<b>Level Assessed  Classroom/LEA/ISD and/or</b>
<b>LISTENING AND VIEWING CONVENTIONS</b>		
<b>CS.03.HS.08</b> Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	<b>L.CN.11.EB01</b> Respond to questions asked of them, providing appropriate elaboration and details.	Classroom/LEA/ISD
<b>CS.03.HS.04</b> Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).	<b>L.CN.11.EB02</b> Listen and interact appropriately and view knowledgeably in small and large group settings.	Classroom/LEA/ISD
<b>CS.03.HS.04</b> Consistently use effective listening strategies (e.g., discriminating, assigning meaning, evaluating, and remembering) and elements of effective speaking (e.g., message content, language choices, and audience analysis).	<b>L.CN.11.EB03</b> Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	Classroom/LEA/ISD
<b>CS.03.HS.02</b> Consistently use strategies to regulate the effects of variables on the communication process.	<b>L.CN.11.EB04</b> Recognize and discuss the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	Classroom/LEA/ISD
<b>RESPONSE</b>		
<b>CS.03.HS.08</b> Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	<b>L.RP.11.EB01</b> Listen to or view in a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD
<b>CS.05.HS.01</b> Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>L.RP.11.EB02</b> Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>CS.03.HS.08</b> Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.	<b>L.RP.11.EB03</b> Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.	Classroom/LEA/ISD and State
<b>CS.03.HS.01</b> Integrate listening, viewing, speaking, reading, and writing	<b>L.RP.11.EB04</b> Combine skills to reveal strengthening literacy (e.g., viewing	Classroom/LEA/ISD

**September 28, 2005**

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED BENCHMARKS  
GRADE 11**

skills for multiple purposes and in varied contexts. An example is using all the language arts to complete and present a multi-media project on a national or international issue.	then analyzing in writing, listening then giving an opinion orally).	
<b>CS.03.HS.05</b> Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.	<b>L.RP.11.EB05</b> Summarize the major ideas and evidence presented in spoken messages and formal presentations.	Classroom/LEA/ISD